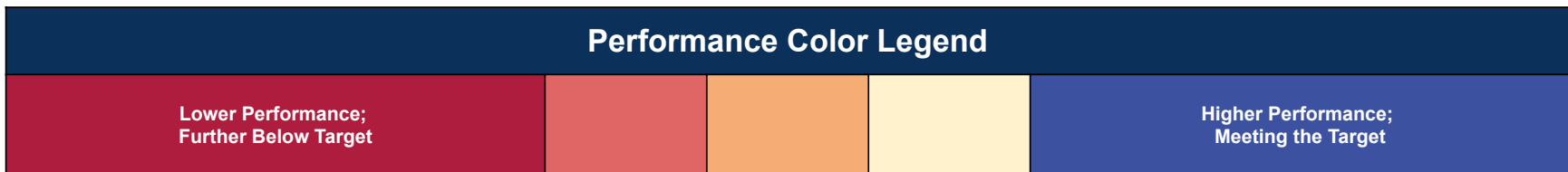


Reading Goal 1:
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

Leading Indicator 1.1:
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

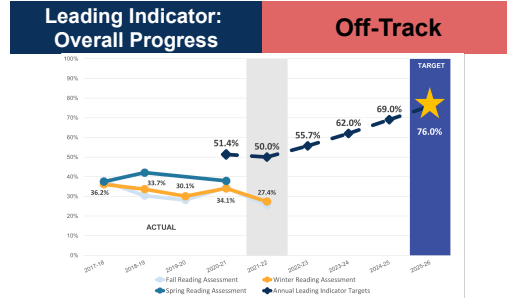
Leading Indicator 1.2:
Closing the Gap: The percentage of students, by student group, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Contents	Page 2	Leading Indicator Performance: Overview
	Page 3	Leading Indicator Performance: Participation and Performance by Student Group
	Page 4	Leading Indicator Performance: Participation and Performance by Grade
	Page 5	Endnotes



Reading Goal 1:
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

Leading Indicator 1.1
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.



Leading Indicator: District-Wide % At/Above Grade Level Grades 3-8, Star Reading	Assessment Window	2018-19 ¹	2019-20 ²	2020-21 ³	2021-22 ⁴	2021-22 Annual Leading Indicator Target ⁵	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target	
	Fall	30.4%	28.2%	34.6%	25.6%	50.0%	-24.4	-30.1	76.0%	
	Winter	33.7%	30.1%	34.1%	27.4%	50.0%	-22.6	-28.3	76.0%	
	Spring	42.1%	N/A	37.9%	Forthcoming	50.0%	-	-	76.0%	
	Leading Indicator Performance⁵ (Annual Targets were adjusted for 2021-22 through 2025-26)									
	Student Group	2021-22 Fall		2021-22 Winter		2021-22 Annual Leading Indicator Target ⁶	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target	
		% Participating ⁷	% At/Above Grade Level ⁸	% Participating ⁷	% At/Above Grade Level ⁸					
	Black / African American	90.4%	17.9%	88.4%	19.0%	50.0%	-31.0	-36.7	76.0%	
	Hispanic / Latinx	89.0%	17.2%	90.4%	19.0%	50.0%	-31.0	-36.7	76.0%	
	White	94.5%	45.7%	93.0%	48.7%	50.0%	-1.3	-7.0	76.0%	
Asian	95.6%	46.1%	95.8%	49.3%	50.0%	-0.7	-6.4	76.0%		
Multi Racial / Other	89.6%	34.9%	87.4%	36.3%	50.0%	-13.7	-19.4	76.0%		
American Indian / Alaskan Native	91.8%	22.8%	88.3%	23.1%	50.0%	-26.9	-32.6	76.0%		
Native Hawaiian / Pacific Islander	91.5%	26.6%	94.3%	31.8%	50.0%	-18.2	-23.9	76.0%		
English Learners	88.3%	9.7%	91.9%	12.3%	50.0%	-37.7	-43.4	76.0%		
Special Education ⁹	78.8%	6.1%	76.3%	6.6%	50.0%	-43.4	-49.1	76.0%		
Economically Disadvantaged	91.6%	19.6%	89.6%	21.3%	50.0%	-28.7	-34.4	76.0%		

**Reading Goal 1: Participation & Performance
Grades 3-8, aimswebPlus & Star Reading**

	Winter 2020-21 ³ (Students took aimswebPlus or Star Reading)					Winter 2021-22 ⁴ (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22 ⁵	% At/Above Grade Level: Change From Winter 2020-21 to Winter 2021-22 ⁵
	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁸	% At/Above Grade Level ⁸	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁸	% At/Above Grade Level ⁸		
Overall	55,258	47,469	85.9%	16,165	34.1%	51,723	46,649	90.2%	12,761	27.4%	+4.3	-6.7
Black / African American	26,868	22,564	84.0%	5,988	26.5%	24,388	21,547	88.4%	4,100	19.0%	+4.4	-7.5
Hispanic / Latinx	12,264	10,393	84.7%	2,636	25.4%	12,318	11,131	90.4%	2,111	19.0%	+5.6	-6.4
White	8,171	7,370	90.2%	3,957	53.7%	7,683	7,147	93.0%	3,483	48.7%	+2.8	-5.0
Asian	4,825	4,537	94.0%	2,508	55.3%	4,854	4,650	95.8%	2,293	49.3%	+1.8	-6.0
Multi Racial/Other	2,922	2,412	82.5%	1,003	41.6%	2,307	2,017	87.4%	732	36.3%	+4.9	-5.3
American Indian / Alaskan Native	126	116	92.1%	40	34.5%	103	91	88.3%	21	23.1%	-3.7	-11.4
Native Hawaiian / Pacific Islander	82	77	93.9%	33	42.9%	70	66	94.3%	21	31.8%	+0.4	-11.0
English Learners	7,323	6,303	86.1%	1,083	17.2%	7,502	6,891	91.9%	851	12.3%	+5.8	-4.8
Non-English Learners	47,935	41,166	85.9%	15,082	36.6%	44,221	39,758	89.9%	11,910	30.0%	+4.0	-6.7
Special Education⁹	10,869	7,690	70.8%	891	11.6%	9,647	7,356	76.3%	487	6.6%	+5.5	-5.0
Non-Special Education	44,389	39,779	89.6%	15,274	38.4%	42,076	39,293	93.4%	12,274	31.2%	+3.8	-7.2
Economically Disadvantaged	40,847	34,783	85.2%	10,018	28.8%	38,332	34,356	89.6%	7,327	21.3%	+4.5	-7.5
Non-Economically Disadvantaged	14,411	12,686	88.0%	6,147	48.5%	13,391	12,293	91.8%	5,434	44.2%	+3.8	-4.3
Off Track¹⁰ (75 Schools)	24,556	20,211	82.3%	4,024	19.9%	22,228	19,252	86.6%	2,854	14.8%	+4.3	-5.1
Near Track¹⁰ (75 Schools)	24,908	21,826	87.6%	8,284	38.0%	23,048	21,314	92.5%	6,256	29.4%	+4.9	-8.6
On Track¹⁰ (17 Schools)	5,670	5,432	95.8%	3,857	71.0%	5,516	5,227	94.8%	3,406	65.2%	-1.0	-5.8

**Reading Goal 1: Participation & Performance by Grade Level
Grades 3-8, aimswebPlus & Star Reading**

	Winter 2020-21 ³ (Students took aimswebPlus or Star Reading)					Winter 2021-22 ⁴ (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22 ⁴	% At/Above Grade Level: Change From Winter 2020-21 to Winter 2021-22 ⁴	
	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ^b	% At/Above Grade Level ^b	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ^b	% At/Above Grade Level ^b			
Reading Goal 1 (Grades 3-8)	55,258	47,469	85.9%	16,165	34.1%	51,723	46,649	90.2%	12,761	27.4%	+4.3	-6.7	
Students took aimswebPlus in 2020-21 and Star Reading in 2021-22	Grade 3	9,484	8,309	87.6%	3,278	39.5%	8,848	8,043	90.9%	2,400	29.8%	+3.3	-9.6
	Grade 4	9,122	7,907	86.7%	3,424	43.3%	8,917	8,207	92.0%	2,403	29.3%	+5.4	-14.0
	Grade 5	9,056	7,865	86.8%	3,593	45.7%	8,749	7,988	91.3%	2,156	27.0%	+4.5	-18.7
All Students took Star Reading	Grade 6	9,097	7,875	86.6%	1,943	24.7%	8,330	7,445	89.4%	1,843	24.8%	+2.8	+0.1
	Grade 7	9,219	7,783	84.4%	2,014	25.9%	8,306	7,382	88.9%	1,999	27.1%	+4.5	+1.2
	Grade 8	9,280	7,730	83.3%	1,913	24.7%	8,573	7,584	88.5%	1,960	25.8%	+5.2	+1.1

¹ In 2018-19, aimswebPlus Reading replaced aimsweb Reading, and was only required for students in grades K-5. For 2018-19, At/Above Grade Level is the percentage of students who took the assigned core subtests for each grade and scored at Tier 1 on aimsweb/aimswebPlus Reading.

² Starting in 2019-20, Star Reading was administered to students in grades 6-8, and students in grades 3-5 took AimswebPlus Reading. In Spring 2019-20, assessments were not administered to students in grades K-8 due to COVID-19 school closures. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading.

³ Starting in 2020-21, At/Above Grade Level is the percentage of grade 3-5 students who received a composite score and scored at Tier 1 on aimswebPlus Reading, and of grade 6-8 students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests.

⁴ Starting in 2021-22, Star Reading was administered to all students in grades K-12. For 2021-22, At/Above Grade Level is the percentage of students who are At/Above Benchmark on Star Reading.

⁵ In 2021-22, Annual Targets for Leading Indicator 1.1 were adjusted. Annual Targets for Leading Indicator 1.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA ELA exam when scoring At/Above Grade Level on the within-year assessments. Between 2019-20 and 2020-21, this relationship was based on both AimswebPlus Reading and Star Reading's correlations to the PSSA ELA exam. Starting in 2021-22 and onward, this relationship is based only on Star Reading's correlations to the PSSA ELA exam. For more information on the relationship between a student's performance on Star Reading and the PSSA ELA exam, please see <http://doc.renlearn.com/kmnet/r005379488c3817f.pdf>.

⁶ All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, '% of Students Participating' includes all students, including those who are exempted, in the denominator.

⁷ Students are counted as participating if they received an aimswebPlus composite score or completed a Star Reading assessment. Only results from assessments taken within the official testing window are counted.

⁸ Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2020-21, both the aimswebPlus and Star Winter assessment windows ran from December 14, 2020 through January 29, 2021. In 2021-22, the Star Fall assessment window ran from September 8, 2021 through October 8, 2021 and the Star Winter 1 assessment window ran from December 1, 2021 through December 23, 2021. The Star Winter 2 window is not used in the progress monitoring of Reading Goal 1.

⁹ The metrics '% Students Participating: Change From Winter 2020-21' and '% At/Above Grade Level: Change From Winter 2020-21' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on aimswebPlus Reading (Tier 1) and/or Star Reading (At/Above Benchmark) from the Winter 2020-21 assessment window to the Winter 2021-22 assessment window.

¹⁰ School groups are based on Winter 2020-21 performance data. One school did not administer aimswebPlus Reading or Star Reading to any students in the Winter 2020-21 assessment window and is excluded from the school performance group performance metrics for Reading Goal 1.